



GCE A LEVEL MARKING SCHEME

SUMMER 2025

HISTORY - UNIT 3

**BREADTH STUDIES 3, 5, 8, 9 AND 10: NON-BRITISH
HISTORY**

1100UC0-1

1100UE0-1

1100UH0-1

1100UJ0-1

1100UK0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

Summary of assessment objectives for Unit 3

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates must answer the compulsory question. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material listed. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement, but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
	Analysis	For specific sections of correct and effective analysis of either historical material or argument
	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
	Evaluation	For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
	Not relevant	Topic-based material that is not relevant to the set question
	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
	Something here	The candidate begins to make an argument, but it is undeveloped
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Vague	Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean
	Underline	Used to underline a smaller section of material that is being used to answer the set question
	Box	Used to box a larger a section of material that is being used to answer the set question
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

Breadth study 3: Reformation and discovery: Europe c.1492–1610**Section A****Theme 1** Religious change and its impact c.1500–1600

0	1
---	---

Examine the impact of Luther's challenge to the Catholic Church between 1517 and 1555. [30]

Candidates will offer an analysis of the impact of Luther's challenge to the Catholic Church within the specified period. They will demonstrate knowledge of Luther's challenge, analysing it and weighing up the significance of its impact on the Catholic Church. If candidates elect to refer to other challenges to the Catholic Church during this period, it may only be done to contextualise the impact of Luther's challenge. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Luther's posting of the 95 Theses began a chain of events that led to his excommunication but also helped to spread his ideas throughout Germany. The Theses were not originally intended as a challenge to the Catholic Church as a whole but rather to initiate a debate about some of its practices. It was the harsh reception by the Catholic authorities that led him to adopt increasingly extreme positions.
- His ideas of sola fide and of sola scriptura were immensely powerful not just within academia, but also among the wider population as they came to hear of his ideas through his writings, which is how he won many critics over to his cause.
- Luther's rebellion led to a number of German princes joining together to protect him and join his rebellion as well, resulting in their protest against imperial and papal authority at the Diet of Speyer. These Lutheran princes then formed the Schmalkaldic League to protect themselves.
- The enshrining of the right to worship as Lutherans in Germany in the 1555 Peace of Augsburg could be argued to show just how great Luther's impact on religion in Germany had been, even though he had died nearly a decade before this was achieved.
- While Luther was considered a radical by Catholic authorities, he was considered conservative by religious extremists such as Thomas Müntzer and even fellow reformers such as Zwingli.
- To contextualise the impact of Luther, there may be reference to the challenge posed by contemporary or slightly later reformers such as Zwingli in Zurich or Calvin in Geneva.
- Candidates may conclude Luther's impact was substantial; however, there is much to discuss in terms of the longevity of his original challenge. There may also be discussion of Luther's impact in the context of wider criticism of the Catholic Church in this period, noting the impact of humanists such as Erasmus, and others who predate Luther – for example Savonarola, Wycliffe and Hus – who may be argued to have facilitated an environment in which Luther's challenge could have a greater impact.

0	2
---	---

To what extent did the Catholic Counter-Reformation achieve its aims between 1545 and 1598?
[30]

Candidates will offer an appraisal of extent to which the Catholic Counter-Reformation achieved its aims between 1545 and 1598. They will demonstrate knowledge of those aims, analysing them and weighing up the extent to which they were met. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The Council of Trent established Catholic doctrine clearly for the first time, making it easier to enforce compliance.
- The enforcement of post-Tridentine doctrine was supported by inquisitions and the Index of Prohibited Books.
- Ideas of devotion were revived through the establishment of more modern religious orders, and the Jesuits were able to engage with the threat of Protestantism in a number of countries.
- Spain under Philip II was particularly successful in dealing with issues of heresy, but only after a period of brutal suppression such as dealing with the Moriscos. However, Philip failed to deal with increasing support for Calvinism in the Netherlands.
- Not all countries responded fully to the attempts by the Catholics to return those it had lost back to the Roman fold, for example, the Lutheran princes in Germany were tolerated from 1555, as was Elizabeth I in England from 1558. Conflict between Spain and England from the 1580s onwards did not result in the restoration of a Catholic monarch in England.
- The spread of Calvinism led to religious conflict in France and was a contributing factor in the Dutch Revolt, although Catholicism did win out in France in 1598 after a protracted period of civil war.
- Candidates may conclude that while the Catholic Church was successful in clearly defining its beliefs and creating institutions to root out heresy in territories it controlled, apart from in France it achieved little in terms of winning territories back that had been lost to Protestants.

Section B

Theme 2 Exploration and discovery c.1492–1610

0	3
---	---

Evaluate the importance of economic motives to European exploration and discovery in the period from 1492 to 1610. [30]

Candidates will offer an appraisal of the importance of economic motives to European exploration and discovery in the period from 1492 to 1610. They will demonstrate knowledge of those economic motives, analysing them and weighing up their significance. If candidates elect to refer to other motives for European exploration during this period, it may only be done to contextualise the importance of economic motives. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Columbus and other early explorers looked to gain access to the riches of India as described by, for example, Marco Polo, with the Portuguese travelling east around Africa and the Indian Ocean, and the Spanish travelling west across the Atlantic.
- Both Portugal and Spain sought to build empires across the Atlantic and Indian Oceans to enrich themselves, seeking new sources of precious metals or spices. Later in the period, the Dutch sought wealth via their encroachment on Portuguese trading.
- Beginning with the Portuguese in Africa and the Azores, and then the Spanish in the Americas, Europeans began to establish economic exploitation of their territories through the use of a plantation system based on the exploitation of Indigenous and enslaved labour.
- Early exploration of the Atlantic by France and England was motivated by trying to find their own unique sources of trade goods and resources that were already seen to be enriching Spain and Portugal.
- The English attacked Spanish treasure fleets for their riches, and both the English and French tried to establish their own colonies for economic exploitation.
- However, the importance of economic motives may be measured against other motives such as the rivalries between Spain and Portugal at the beginning of the period, and England, the Netherlands and Spain towards the end of the period.
- Religion was also a motivating factor, whether it be the extension of the Reconquista from Columbus to the Conquistadores, or the rivalry between Protestantism and Catholicism later in the period. However, this often went hand-in-hand with the economic exploitation of territories acquired in the spreading of Latin Catholicism.
- The influence of powerful monarchs over policy, such as Ferdinand and Isabella, Philip II or Elizabeth I, can also be seen, as they attempted to increase their power and influence, alongside their personal wealth and the wealth of their kingdoms.

Breadth study 5 France: ancien régime to Napoleon c.1715–1815**Section A****Theme 1 French society and economy in transition c.1715–1815**

0 1 “The most significant development in the society and economy of France between 1743 and 1774 was the change from mercantilism to capitalism.” Discuss. [30]

Candidates will offer an appraisal of whether the most significant development in the society and economy of France between 1743 and 1774 was the change from mercantilism to capitalism. They will demonstrate knowledge of social and economic developments across this period and weigh the significance of the change from mercantilism to capitalism with a focus on which was the most significant change and development to occur. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The change from a trading economy to one based on capital was significant in that it gave rise to industrialisation and started the process of France becoming an industrial power.
- Mercantilism brought in raw materials which were used to expand industry to produce surplus capital. Atlantic ports such as Bordeaux and Nantes grew to facilitate this trade, and industries developed in their hinterland.
- As mercantilism declined the great port cities on the west coast which had played such a prominent role in maritime trade and commerce started to decline with the social impact that brought in its wake.
- In terms of social and economic change, more important than mercantilism was the rise of the bourgeoisie. As a group they had no political rights, yet their enterprise and drive helped oil French industrial and social development.
- The impact of the enlightenment on the bourgeoisie and the educated classes in questioning the fundamental tenets of absolutism particularly the Church and its beliefs helped undermine the absolute state.
- Indeed, the growing power of the Catholic Church was a significant development in its own right – it became firmly established as one of the pillars of the absolute state. Tensions within the Catholic Church over taxation and Jansenism were live issues, and these became challenges to the authority of the Absolutist state.
- Economically, the loss of the most important parts of France’s overseas empire (in Canada and India) during the Seven Years’ War was a significant blow – to both the country’s economy and its prestige.
- Candidates may conclude that while the change from mercantilism to capitalism in eighteenth-century France was a significant development, there is a compelling argument that it was not the most significant as other factors such as the growing power of the Church and the enlightenment may vie for this title.

0	2	Examine the extent of economic and social change in France between 1789 and 1815.	[30]
---	---	---	------

Candidates will offer an appraisal of the extent of economic and social change in France between 1789 and 1815. They will demonstrate knowledge of economic and social change across this period and evaluate the extent of these changes across this most turbulent of periods in France's history. If candidates elect to refer to other changes in France during this period, it may only be done to contextualise the extent of economic and social change. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- One of the key changes introduced by the revolution was the abolition of feudalism on the 'Night of the 4th August' 1789. While the change was widely applauded, those under the feudal system had to redeem their rights and compensate rights holders. It was not until the Jacobin Republic that rights were entirely abolished.
- The inequality of the tax burden ended, and the exemption system was abolished. Taxation became universal.
- In the winter of 1789, all Church land was nationalised and sold off. While many peasants were able to purchase some land, most went to larger farmers and even members of the bourgeoisie. There was much opposition from staunch Catholics to the loss of Church lands and the potential impact it had of the work of the Church.
- Legal reforms benefited the population as a whole and helped produce a fairer system of justice. The Napoleonic Code enshrined many of the gains of the revolution although the status of women was not improved.
- The nobility lost their privileged position, as the Second Estate was abolished, and all titles were stripped and the egalitarian *citoyen* was the preferred form of address. Persecution of the nobility and the flight of so many emigrés is testimony to this as was the fate of so many during the extremist phase of the Jacobin rule. Many lost their estates. Yet during Napoleon's rule the nobility was restored under the Empire, indicating limited change.
- The rise to prominence in society of the *sans-culottes* was one of the most notable features of the early 1790s.
- During the Jacobin Republic hostility to the Catholic Church became virulent anti-clericalism. This was expressed in the de-Christianisation campaign urged on by Robespierre and the more militant *sans-culottes*. Under Napoleon, the status of the Catholic Church was restored with the signing of the Concordat.
- It is therefore possible to argue that extent of economic and social change in France between 1789 and 1815 was extensive and varied and touched upon many aspects of life in France during the period

Breadth study 5 France: Ancien régime to Napoleon c.1715–1815**Section B****Theme 2** Politics and government in France c.1715–1815

- | | |
|----------|----------|
| 0 | 3 |
|----------|----------|
- "The fact that the monarchy was restored in 1814 suggests that changes in French government and politics after 1715 were limited." Discuss. **[30]**

Candidates will offer an appraisal of the view that the restoration of the monarchy in 1814 suggests that changes in French government and politics after 1715 were limited. They will demonstrate knowledge of politics and government across this period and weigh the extent to which the changes which occurred were limited or not. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- As in 1715 when the Bourbon King Louis XV was on the throne, so in 1814 his great-great-grandson Louis XVIII was restored when the Bourbon monarchy replaced Napoleon I.
- In 1715 the Nobility as the Second Estate was one of the two privileged estates in the realm. Although they were abolished during the revolution Napoleon created a new nobility, which survived in 1814.
- Under Louis XV the Catholic Church was the First Estate of the realm and as such had enormous power. Its status was abolished during the revolution yet under Napoleon the Concordat its status was restored to some extent as it was recognised that it was the religion of the vast majority of French citizens.
- The overthrow of the Republic by Napoleon ended any idealistic beliefs that survived from the revolutionary period in the short term.
- The destruction of the absolute state was recognised. The Estates and their privileges were gone forever as was feudalism. There was no great sentiment for its restoration in 1814.
- During the French Revolution certain groups of males were allowed to participate in elections for the first time, which mean that there was a parliamentary system with a limited electorate; however, the monarchy retained considerable power.
- The great upsurge of ideas that flourished during the First Republic continued, even though that Republic had been overthrown in 1814, and they were highly influential in the longer term.
- While it is possible to argue that the restoration of the monarchy in 1814 suggests that changes in French government and politics after 1715 were limited, this would in reality minimise the rather seismic changes that had taken place in France during the revolutionary period, after which there could be no return to the status quo of the ancien régime.

Breadth study 8 The American century c.1890–1990**Section A****Theme 1 The struggle for civil rights c.1890–1990**

0	1
---	---

Examine the impact of changing attitudes towards civil rights on the lives of African Americans between 1909 and 1945. [30]

Candidates will offer analysis of the impact of changing attitudes towards civil rights between 1909 and 1945. They will demonstrate knowledge of those changing attitudes, analysing them and weighing up if, and how far, they improved the lives of African Americans. If candidates elect to refer to other factors that may have had an impact on the lives of African Americans, this can only be done to illuminate the significance or otherwise of the impact of changing attitudes towards civil rights. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The founding of the NAACP and its campaign for civil rights led to Supreme Court rulings that improved civil rights by beginning to challenge the Jim Crow laws, for example the 1915 overturning of Louisiana's grandfather clause would later lead to legal victories such as the freeing of the Scottsboro Boys in the 1930s.
- The growing cultural influence of African Americans, through jazz and the Harlem Renaissance in particular, demonstrated the possibilities of living lives that went beyond segregation in the northern states, with some performers such as Louis Armstrong becoming highly sought after.
- The beginnings of government recognition of the African American community, with Teddy Roosevelt's meeting with Booker T Washington and Franklin D Roosevelt's (FDR's) 'Black Cabinet' and elements of New Deal legislation, benefitted African Americans. This was in contrast to the policies of Woodrow Wilson, who had segregated the federal government in Washington DC.
- African American involvement in both world wars raised awareness of living without segregation in France and the United Kingdom, leading to de facto desegregation during the Second World War (legal desegregation of the armed forces came later, in 1948).
- The ongoing impact of the continuation of the Jim Crow laws in the southern states and enduring de facto racist attitudes even in the northern states stymied improvements for many people.
- There was also limited presidential or congressional support beyond what was deemed necessary for the war effort – for example FDR's Executive order 8802 – due to the influence of the States' Rights Democratic Party (Dixiecrats) in the Senate, and this hampered improvements after the war as well as ensuring that whatever advances were made during the war ended as soon as the war was over.
- Endemic racial violence in the form of lynchings and race riots, and from 1915 the revival of the Ku Klux Klan, demonstrated that not all attitudes were changing, especially amongst white Americans.

0	2
---	---

“Supreme Court judgements were the most important influence on civil rights for African Americans between 1954 and 1990.” Discuss. [30]

Candidates will offer an appraisal of the statement that Supreme Court judgements were the most important influence on civil rights for African Americans between 1954 and 1990. They will demonstrate knowledge of Supreme Court judgements during the stated period, analysing their impact in the context of other factors to influence civil rights for African Americans. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The 1954 Brown case established the principle that the Constitution was colour blind and this led to the desegregation of education.
- The 1956 Browder versus Gayle case expanded the colour-blind principle to include public transport, which was to be desegregated.
- The Swann judgement and the Bakke judgement in the 1970s supported desegregation, bussing and affirmative action.
- Many of these judgements were ignored and needed follow up action by the courts, presidents or Congress following, for example, further protests such as the Little Rock Nine or the Freedom Riders.
- The Supreme Court also became more conservative in the 1980s and affirmative action continued to be undermined by the Supreme Court throughout this period.
- The importance of presidential interventions with Eisenhower, Kennedy, Johnson and Nixon all being possible examples of counterarguments. The impact of these against supreme court judgements could be weighed up, with, perhaps, recognition that Reagan was much more negative in his impact.
- Contextualisation may also come through discussion of the significance of the role of Congress through the 1964 and 1968 Civil Rights Acts, the 1965 Voting Rights Act or in its overturning of Reagan's veto over voting rights renewal in the 1980s.

Section B

Theme 2 Making of a superpower c.1890–1990

0 3 “Between 1890 and 1990, US intervention in Vietnam had a bigger impact on US foreign policy than any other factor.” Discuss. [30]

Candidates will offer an appraisal of the statement that US intervention in Vietnam had the biggest impact on US foreign policy during the specified period. They will demonstrate knowledge of US intervention in Vietnam, analysing the significance of its impact in the context of other areas that affected US foreign policy at this time. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Failure in the war and the relentless negative media coverage of atrocities committed by the US troops and their allies undermined public support for US military intervention for most of the rest of the period.
- Following the war, the US continued to pursue policies such as détente and, ultimately, the summit and disarmament process that would end the Cold War, although the policy of détente had already begun to form in the aftermath of the Cuban Missile Crisis.
- The Paris Peace Accords led to improved relations with China, which was growing to become a rival superpower to the Soviet Union in Asia. This led to the meeting between Nixon and Mao and the normalisation of relations with the communist regime of China.
- Failure in Vietnam led to US Presidents being much more risk averse about “boots on the ground” directly intervening in other countries’ affairs, although this did not stop the CIA interfering in the affairs of other countries such as Afghanistan.
- However, Vietnam followed intervention in Korea to halt the spread of communism, which could be argued makes intervention in Vietnam seem more like continuity than change.
- It could be argued that the anti-communist policies such as that of the 1947 Truman Doctrine had a much bigger impact on US foreign policy as they led not only to the Cold War, which lasted for decades, but also because they represented a much interventionist and proactive approach to foreign policy.
- The switch from isolationism to involvement in the Second World War in 1941 could be seen as more significant as this led to a more permanent change in foreign policy, and links could be drawn to the outcome of that war on the development of foreign policy in subsequent decades.
- The shift from isolationism to imperialism at the end of the nineteenth century could be seen to be a more significant change as it was the first time the US had adopted a more aggressive foreign policy, although this did switch back to isolationism following the First World War.

Breadth study 9 Changing leadership and society in Germany c.1871–1989**Section A****Theme 1 Changing leaderships and regimes in Germany, c.1871–1989**

0	1
----------	----------

“Building effective relationships with political parties was the main challenge facing German leaders between 1871 and 1918.” Discuss. [30]

Candidates will offer an appraisal of the statement that building effective relationships with political parties was the main challenge facing German leaders between 1871 and 1918. They will demonstrate knowledge of why building effective relationships with political parties was a challenge for German leaders, gauging whether this was the main challenge for those leaders – compared to others they faced during the stated period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Bismarck had an inconsistent relationship with political parties, which affected the development of his policies. As the Liberals supported his ideas about centralisation, they became his political allies until 1879 when they fell out over the issue of free trade versus protection. Afterwards, Bismarck had to rely on the Conservative and Catholic Centre parties – an increasingly volatile balancing act.
- Politically, Bismarck was wary of limited Catholic loyalty to the Prussia-dominated German Empire. His policy of *Kulturkampf* did little to build successful relationships with Catholics. He needed the support of the Catholic Centre Party on the issue of protection, and their support against the Socialists, but this was far from guaranteed.
- Bismarck’s anti-socialist stance made building effective relationships with the Social Democratic Party exceedingly difficult: his attempt to ban them in 1879 did not have the desired effect and they gained over a million votes once the ban was revoked. Ultimately, it was Wilhelm II’s refusal to agree to a new anti-socialist law in 1890 that led to Bismarck’s resignation, showing how his political relationships affected his governance to a great degree.
- The challenge of the constitution was always an issue, with the imbalance between the political power of the Reichstag and the Bundesrat creating tensions due to rural dominance of policies during a period of urbanisation. The relationship between the Emperor and the Bundesrat was always problematic.
- Economic challenges also faced successive Chancellors, with periods of deep depression from 1873 affecting Germany’s development as an economic power.
- Agrarian discontent was a constant feature of the period, and a clash between the new middle classes and Junker elite was always a possibility. The formation of the Agrarian League in 1893 was a challenge for Wilhelm II and, as Caprivi was to learn, opposition to the landed elite was fraught with peril.
- Candidates may conclude that the incongruous mix of political parties and competing interests posed various challenges at various times. Building effective relationships with political parties may have been challenging in certain periods but the scope, nature and extent of this challenge continues to be a matter of debate.

0	2
---	---

"Helmut Schmidt was the most effective German leader." Discuss with reference to the period from 1945 to 1989. [30]

Candidates will offer an appraisal of the statement that Helmut Schmidt was the most effective German leader in the period between 1945 and 1989. They will demonstrate knowledge of the leadership of Helmut Schmidt, analysing his effectiveness compared to other German leaders of the stated period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Schmidt was a career politician and gained respect as Minister of Defence and Minister of Finance prior to becoming Chancellor in 1974. This gave him significant political experience which he used effectively to bring West Germany back into the international fold by promoting world economic summits.
- He cut back public spending during the worldwide recession of the 1970s and, in doing so, may have spared his country the ills that befell other European nations. His actions led to lower unemployment, but cuts in welfare were often criticised and saw him removed from office through a no-confidence motion.
- His decision to allow US missiles on West German soil also proved unpopular: mass protests ensued, but he effectively raised the profile of West Germany and made it a more assertive, self-assured and independent voice in European and world affairs.
- However, other leaders in the West were also significant, Konrad Adenauer, for example, played a critical role in rebuilding Germany and establishing it as a democratic state. His *Wirtschaftswunder* [economic miracle] policy proved very effective, aiding the revival of the West German economy.
- It could also be argued that Willy Brandt's policy of Ostpolitik, was effective: he created closer ties between West and East Germany and improved relations with Poland and the Soviet Union which was a significant achievement. This was further developed by Helmut Kohl who effectively steered Germany towards reunification, supported greater European integration and was one of the main architects of the Maastricht Treaty.
- In the East, backed by the Soviet Union, there was a shift towards an authoritative socialist state under the new regime. Walter Ulbricht, leader of East Germany, implemented policies designed to establish the socialist model, including nationalisation of industry and collectivisation of agriculture. These were somewhat effective given the economic climate of the time.
- Eric Honecker may also be discussed, in light of his attempts to steer East Germany towards closer ties with West Germany in a period of economic turmoil and decline in living standards. Ultimately, however, his inability to accept political change led to his downfall.
- Candidates may conclude that although Schmidt was an effective leader, the issues he faced were far different to the issues faced by other German leaders, especially those perhaps in East Germany which makes judging "effectiveness" a particular challenge.

Section B

Theme 2 Social and economic impact on the lives of the German people, c.1871–1989

0 3 “The social and economic impact of the First World War led to the most significant changes in the lives of the German people.” Discuss with reference to the period from 1871 to 1989. [30]

Candidates will offer an appraisal of the statement that the social and economic impact of the First World War led to the most significant changes in the lives of the German people. They will demonstrate knowledge of the social and economic impact of the First World War, analysing its significance in the context of other factors that affected the lives of the German people during the stated period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- German economic development in the 1870s and 1880s did much to consolidate German unification, making it a prosperous country for all. However, this economic development, combined with the policy of Weltpolitik, drove Germany towards a conflict that would have a significant social and economic impact on the lives of the German people.
- The Bismarckian state affected people’s lives as the Kulturkampf alienated many Catholics and affected their freedoms: policies led to significant repression, which may well have benefitted the middle classes, but the impoverished lower classes suffered greatly.
- Economic hardship came as a result of war, and the middle classes endured a decline in living standards with inflation having a detrimental impact on their lives. The war also affected the unemployment rate for a substantial period and had social, economic and, ultimately, political ramifications.
- Positively, workers had more rights and higher salaries during the First World War itself and their influence increased – as did the position of women, who were allowed to work during the war. This continued into the 1920s when, partially as a result of their war work, women were given the right to vote and gained many more freedoms during the Weimar Republic. A developing welfare state was also significantly influenced by the lessons of war.
- Post-First World War change led to the rise of right-wing politics, which had a profound effect on the lives of the German people. While the Nazi regime increased employment opportunities its success was based on weak economic and social foundations, leading Germany into a war that had far-reaching consequences.
- Following the Second World War, West Germany, despite facing economic hardship at times, flourished: foreign aid helped rebuild its economy and provided job opportunities through close links with other European countries. It also became a key figure within the European Economic Community (EEC).
- In the East, economic problems afflicted the population, and with 3.8 million East Germans leaving for the West, there was infrastructural upheaval for both states. The division of Germany and the oppressive nature of the East German state had a substantial social and economic impact, which only reunification was, eventually, able to solve.
- Candidates may conclude that while the First World War had a significant impact on people’s lives, the causes and consequences of that war are difficult to disentangle from the wider economic, religious, cultural and political landscape of Germany in the late-nineteenth century and in the twentieth century – and on the impact these had on the lives of the German people.

Breadth study 10 Changing leadership and society in Russia c.1881–1989**Section A****Theme 1 Changing leaderships and regimes in Russia c.1881–1989**

0	1
---	---

"The establishment of the Provisional Government was the most significant political development in Russia and the Soviet Union between 1905 and 1924."
Discuss. [30]

Candidates will offer an appraisal of whether or not the Provisional Government was the most significant political development in Russia and the Soviet Union between 1905 and 1924. They will demonstrate knowledge of political developments across this period and weigh the establishment of the Provisional Government against other political developments with a focus on which was the most significant. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement.

Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The formation of the Provisional Government was highly significant in that it marked the end of centuries of Tsarist Rule and was intended to signpost the way towards democracy.
- It initially issued an amnesty to political prisoners, allowed freedom of the press and the formation of trade unions and among other things abolished all restrictions based on class, religion and nationality as well as preparing for a democratic constitution.
- It signified a complete break with the past and suggested a new beginning for Russia, and as such people widely welcomed it. Yet the failure of the provisional government to bring Russia out of the war had a seismic impact on politics in 1917 and paved the way for the October Revolution.
- The 1905 Revolution challenged the authority of the Tsarist state and led to the creation of the Duma. It introduced an element of representative democracy and, as such, it was the first real development that challenged Tsarist absolutism.
- The decision to take the country into war in 1914 could be argued to have had, ultimately, a huge impact on the way subsequent events unfolded given that the country was not in an ideal position to fight a sustained and drawn-out war against more industrialised nations.
- The Bolshevik Revolution of October 1917 and the process towards establishing a communist state had a great impact on the state particularly under the leadership of Lenin.
- The formation of the Soviet Union on 30 December 1922 led to the formation of one of the most powerful states in Europe.
- While the creation of the Provisional Government was a significant political development in Russia and the Soviet Union between 1905 and 1924, it may ultimately be argued that there were other more important developments, for example the 1917 October Bolshevik revolution which, paved the way to the creation of the USSR.

0	2
---	---

“The Soviet Union was more stable under Brezhnev than it was under any other leader.” Discuss with reference to the period from 1953 to 1989. [30]

Candidates will offer an appraisal of whether or not the Soviet Union was more stable under Brezhnev than any other leader. They will demonstrate knowledge of the developments in government and will analyse them and weigh them up against the governments of other leaders during the period with a focus on which provided the greater stability. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement.

Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- Within the context of the Soviet Union it may be considered that Brezhnev ended the liberalisation of the Khrushchev era and restored the central authority of the Communist Party.
- Political opponents and political opposition were ruthlessly suppressed by the forces of the state which created a veneer of stability.
- Gorbachev was able to capitalise on the disillusionment of Brezhnev’s rule to bring in significant reforms – Glasnost and Perestroika, but this led to economic and political chaos, and contributed to the instability that ultimately brought about the downfall of the Soviet Union.
- Brezhnev’s rule in general is seen as a resetting (to an extent) of the Stalinist era, complete with a revived personality cult. His decision to involve the Soviet Union in a disastrous and unwinnable war in Afghanistan contributed to the end of the Soviet Union and unleashed a period of instability.
- There were modest improvements in living standards but at the expense of massive corruption. This was attacked under Andropov. Much of the economy stagnated during his rule – the exception being the military–industrial complex.
- It could be argued that Khrushchev brought about an element of stability in that, with his policy of de-Stalinisation, he reduced the fear evident under his predecessor’s regime and raised expectations for the future.
- Candidates may conclude that while the Soviet Union was stable under Brezhnev, the cost of this stability was a festering sense of disillusionment with the system and a yearning for change. This stability was to an extent illusory as repression was enforced.

Section B

Theme 2 Social and economic impact on the lives of the Russian people, c.1881–1989

0 3 "The New Economic Policy had a more significant impact on the lives of Russian people than any other development during the period from 1881 to 1989." Discuss. **[30]**

Candidates will offer an appraisal of whether or not the New Economic Policy had a more significant impact on the lives of Russian people than any other development during the period from 1881 to 1989. They will demonstrate knowledge of social and economic developments across this period and weigh the launch of the NEP against other social and economic developments in the period with a focus on which had the more significant impact on the lives of Russian people. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement.

Candidates may use some of the following arguments to support their evaluation. The material is neither prescriptive nor exhaustive.

- The implementation of the New Economic Policy was considered to an extent a significant change from war Communism. Lenin proposal was viewed as a temporary expedient and proposed a measure of free market economics with more than a nod to capitalism.
- There would still be state control but an element of profit creation and selling surplus produce was brought in which was viewed as benefits farmers and ease the flow of food to urban areas.
- Subsequent to Lenin's death, in 1929 Stalin reversed this policy and collectivisation was introduced, which led to massive social and economic dislocation.
- State control of all aspects of economic activity was imposed through the Five-Year Plans. The new policy in the wake of the NEP unleashed untold misery in the Stalinist era and its impact can be argued to be the most significant impact on the lives of Russian people.
- During the Tsarist era the economic reforms before 1914 could be seen as having a great impact on the lives of many – the reforms of Stolypin and the undermining of obshchina.
- Reference to Khrushchev and his policies (notably the Virgin Lands policy) or those of Gorbachev (perestroika) may be discussed.
- It can be concluded that while the New Economic Policy had an impact on the lives of Russian people during the period from 1881 to 1989 there were other equally important policies, trends and events – such as the Five-Year Plans or perestroika.